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"PLACEMENT FOLLOW-UP STUDY, CLASS OF 1958," (January, June and September)

By

Arthur R. Eckberg

ROOSEVELT UNIVERSITY
Chicago 5, Illinois
September
1959

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FOREWORD

This is the first of several studies to determine the effectiveness of a Roosevelt University education for the world of work. The Midwest College Placement Association has encouraged such studies and urged that placement officers "inform the administration and faculty of any experience in placement which may have implications for the total educational program of the school."

Some of the comments and reactions reported herein do not necessarily reflect the attitude of all 1958 graduates; they may, however, afford helpful insight into some of the current problems at Roosevelt; they may also be helpful to the administration and faculty of other colleges and universities.

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PURPOSE

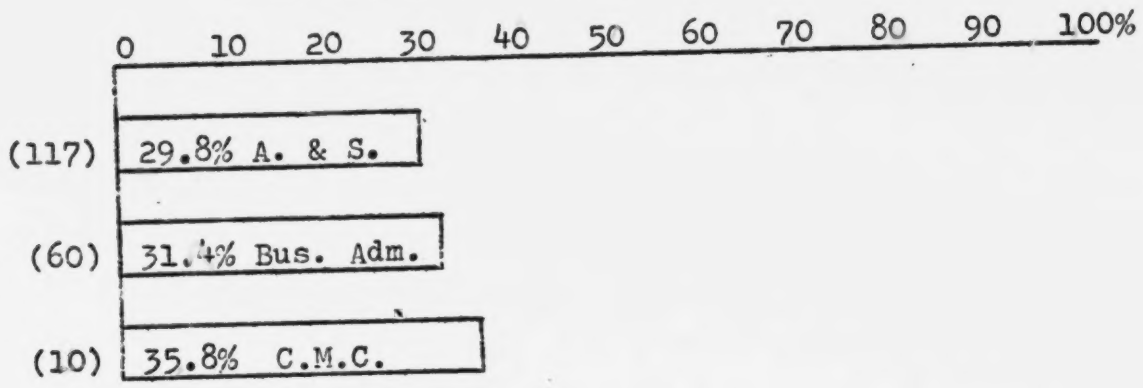
The purpose of this study was (1) to obtain placement information regarding employment, salaries, and final disposition of graduates; (2) to determine possible relationships of employment to college training, extra-curricular activities, part-time work, and the like; and (3) to record the reactions of graduates to the University.

METHOD

In December, 1958, 612 questionnaires were sent to the undergraduate members of the '58 class. By April, 31 % of the survey forms had been returned for tabulation and analysis. The largest number of replies came from Chicago and areas adjacent. Responses were received from a number of states and several foreign countries. Tabulation of the returned questionnaires revealed that 29.8% of the 393 Arts and Sciences graduates responded; 31.4% of the 191 Business Administration graduates responded; and 35.8% of the 28 Chicago Musical College graduates returned their forms.

TABLE I

PERCENT OF GRADUATES RESPONDING
(187 Questionnaires Returned)



LIMITATIONS OF STUDY

Only one effort was made to contact each of the 612 graduates. No follow-up letter or reminder was sent to those graduates failing to reply to the initial mailing. No attempt was made to speculate as to why the graduates gave the answers they did. The diffidulty in analyzing responses to questions such as we asked is that fact and opinion are closely inter-

mixed and can rarely be separated. It must be clearly understood that 69 percent of the graduates did not return their survey forms. The study, necessarily, lacks depth of time since these young men and women have only been out of college a short time, and are still in the process of getting established in their representative fields. Because of this, conclusions drawn from this study must be qualified.

SUMMARY OF FINDINGS

Based upon the material from the returned questionnaires, the following broad conclusions may be stated:

1. Graduates who responded were eager to make a contribution to this placement study. Many forms were returned with comments indicating a desire to be of help. The majority of respondents exhibited a keen interest and exacting sense of responsibility in answering questions and in furnishing constructive comments.

2. The majority of graduates were strongly in favor of emphasis on course work involving English, Business Report Writing, and Business Letters.

3. Some graduates felt that the community, as a whole, regards Roosevelt as an easy school to get through.

4. Accounting and Marketing majors lead the salary field. The tail-end of the scale is covered by Sociology and English majors.

5. The grass is always greener elsewhere. A small percent of the graduates would switch their course of study if they were to repeat their college experiences.

6. Our students spend too many hours working. The average is approximately 18 hours per week. A few graduates reported they worked in excess of 35 hours a week while maintaining a full academic load.

7. Job discrimination is still a factor to be reckoned with. A small percentage of graduates feel that some discrimination was involved because of their attendance at Roosevelt.

8. Extra-curricular activities do not attract large numbers of our students. This is due, in part, to part-time work and secondly to a lack of interest. However, the value of these activities is recognized--at least after graduation.

9. The services rendered by the administrative offices must constantly be evaluated. A sizeable number of graduates expressed dissatisfaction toward services and employees.

10. The majority of graduates expressed confidence and warm feelings for their alma mater, and urged that steps be taken to publicize its many achievements.

WHAT ARE THEY DOING?

The provincial attitude of urban university graduates is evidenced by their reluctance to consider employment outside their home areas. However, this job provincialism tends to break down during the first year following graduation. A few members of the 1958 class have already gravitated to other sections of the nation.

As would be expected, a goodly number are now engaged in teaching. At least one young man has embarked upon a permanent career in the military service. A good many are serving out their military obligations. At least one is a legal stenographer and a small number have settled down to full time careers as housewives. A few are working for the Federal or State Government. One member of the Chicago Musical College is associated with the Dallas Symphony. We have salesmen, management trainees, accountants, statisticians, chemists, technicians, writers, entrepreneurs and students.

Some 52 respondents reported they had entered some phase of graduate training. The majority were going to school on a part-time basis. Most of these young people are enrolled at either the University of Chicago or DePaul University.

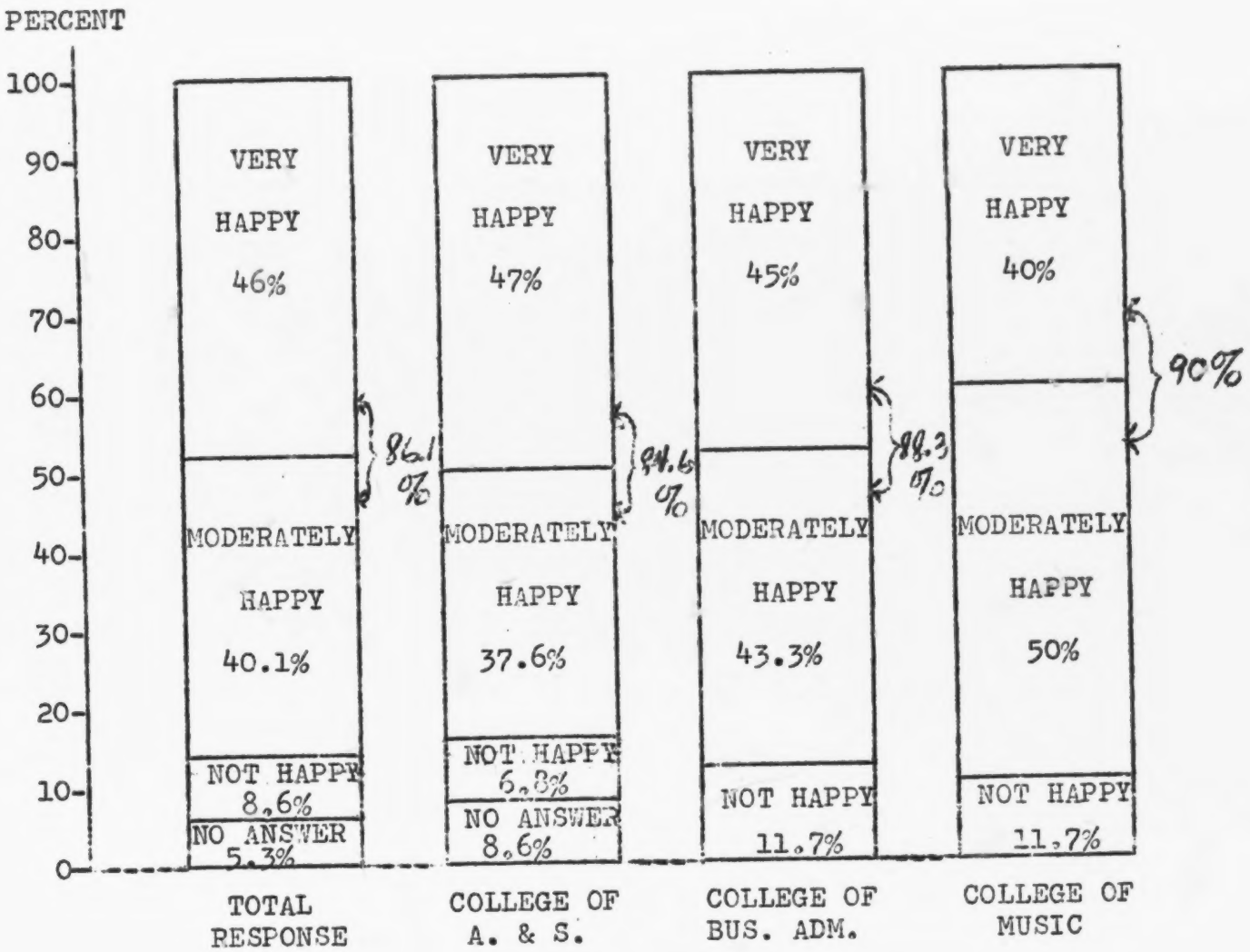
DO GRADUATES LIKE THEIR PRESENT JOBS?

The graduate of 1958 had good reason to be confused or irritated with what he found in the world of work. Upon entering the job market he was confronted with a major job recession. Not since 1950 had college graduates experienced such difficulties in obtaining desired employment. Some graduates arrive at graduation with no clear thought of their job procurement program; and as a result such graduates take whatever seems most attractive. Others appear satisfied despite low-paid "professional" jobs.

In spite of these problems, the majority of respondents reported they were either "very happy" or "moderately happy" with their present employment. Less than 9 percent of the respondents said they were "not happy" with their current situation. The majority of these were either in military service or between jobs.

TABLE II

HOW HAPPY ARE YOU IN YOUR PRESENT JOB?

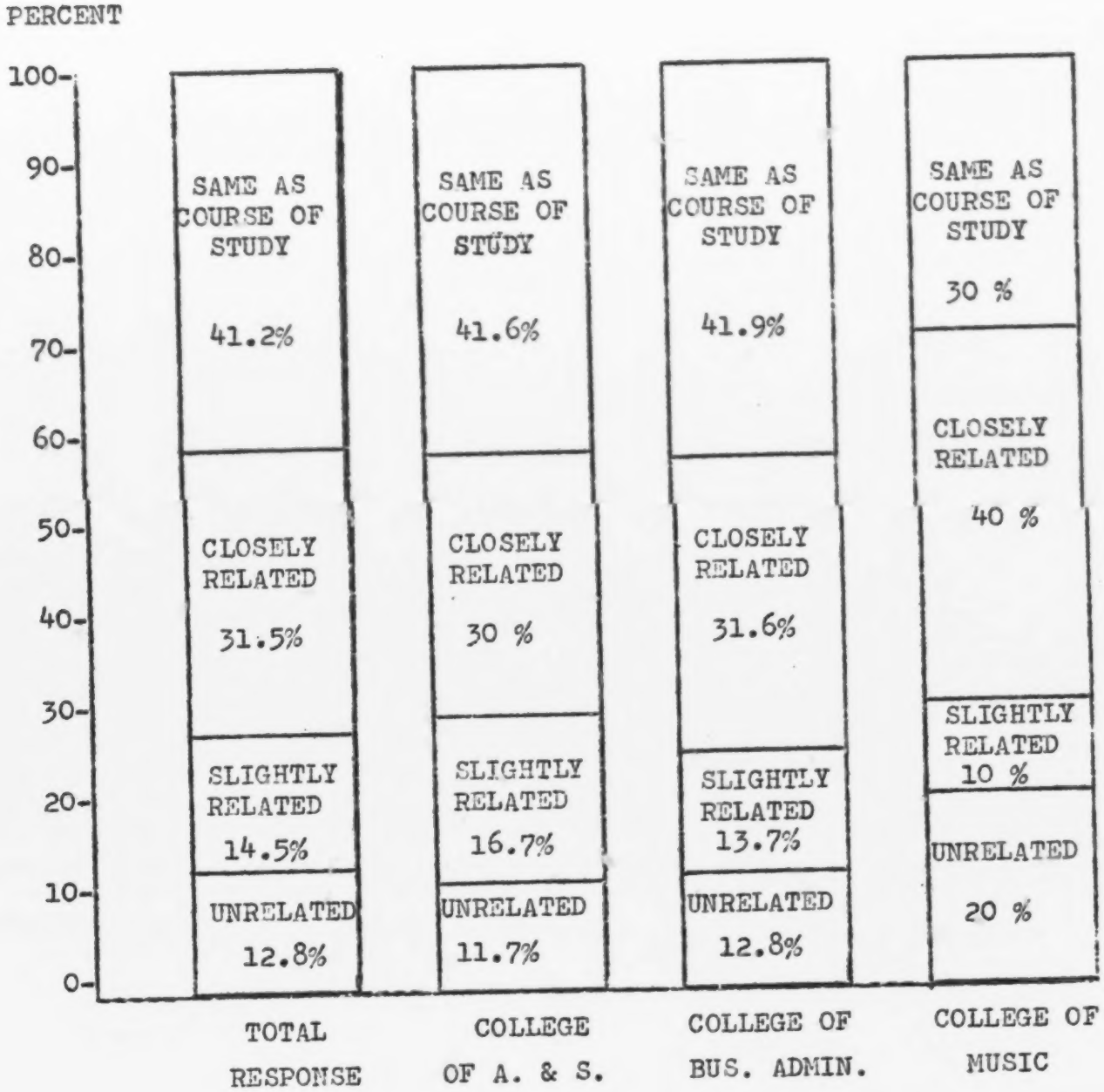


RELATIONSHIP BETWEEN PRESENT JOB AND COLLEGE MAJOR

There seems to be a high degree of relationship between college major and the first permanent employment after leaving college. Approximately 73 percent of those responding indicated a "close relationship" between college major and their present job. Another 15 percent reported that present employment was "slightly related" to their college major.

TABLE III

RELATIONSHIP OF PRESENT POSITION
TO COURSE OF COLLEGE STUDY



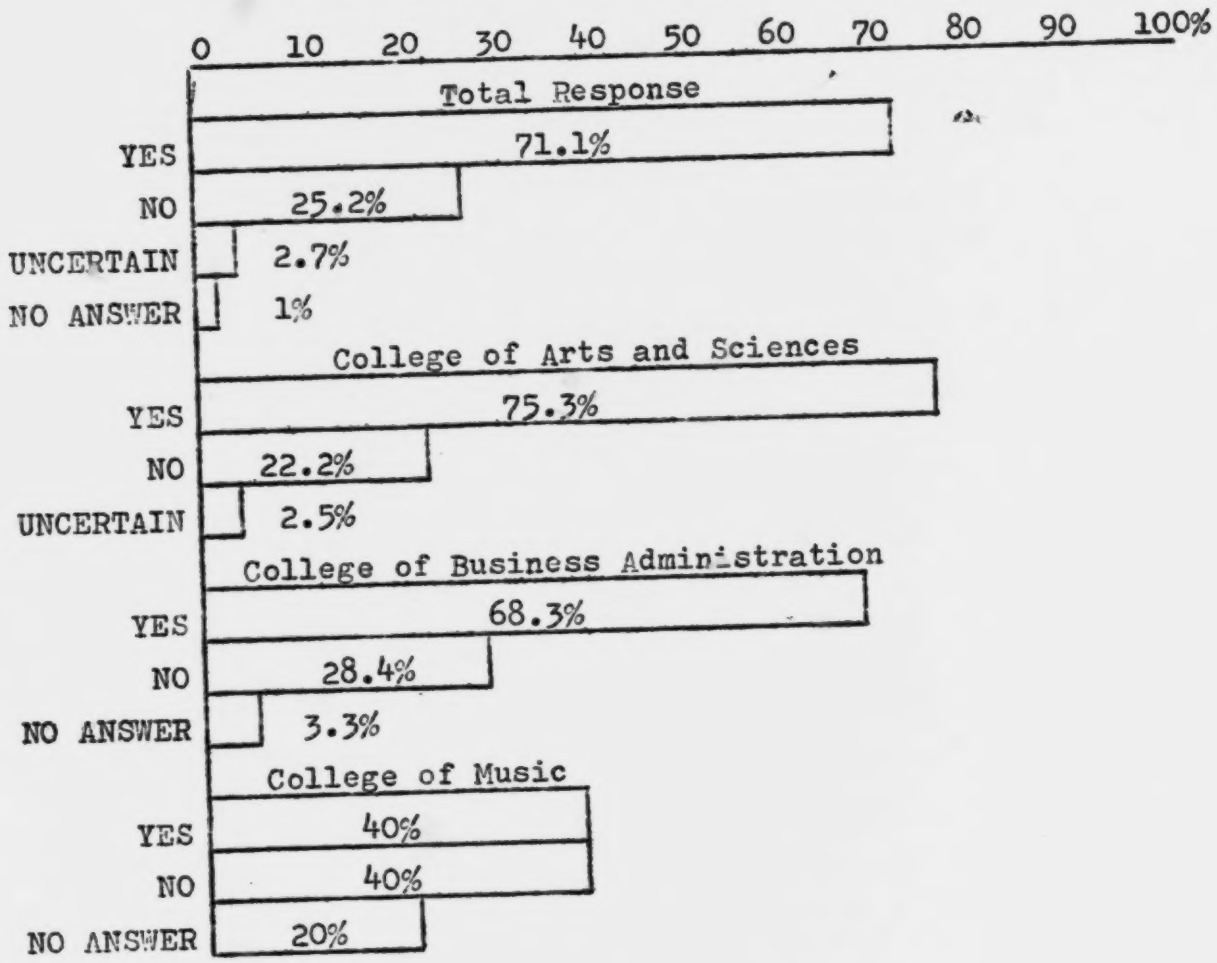
A number of respondents who indicated that job relationship was "unrelated" to their course of study were serving-out their military obligations. A few had been unable to obtain jobs in their area of concentration because of the recession. Still others had voluntarily taken jobs far afield from their course of study. A few marketing majors are employed as accountants, several sociology graduates are undergoing training in management, and a few education majors are working in secretarial, clerical, or editorial fields.

WOULD THEY FOLLOW THE SAME COURSE OF STUDY?

Respondents were also asked if they would choose to follow the same course of study if they could repeat their college experience.

TABLE IV

WOULD YOU PURSUE THE SAME COURSE OF STUDY IF YOU COULD RETRACE YOUR COLLEGE CAREER?



Some interesting comments were received. 71 percent would not change their college major. Business Administration graduates were a shade less satisfied with their course of study than were Arts and Sciences graduates. About 29 percent of the Business Administration respondents said they would definitely choose another field of study. Some stated they would now pursue a course of study in Liberal Arts, others would change to another major in Business. 22 percent of the Arts and Sciences graduates would now choose another course of study. Here again the pattern is the same. A few would study some phase of Business, others would switch

to a different major in the Arts and Sciences.

MOST VALUABLE SUBJECT

The subject field which graduates considered to be most valuable was English. Of all the courses mentioned, English found its way to the top of the Arts and Sciences and Business Administration lists.

Business Administration graduates reported that another important course was Business Report Writing. Other subject areas reported by respondents as very helpful included Mathematic . Literature, Accounting, Psychology, Marketing, and Sociology. Among courses most helpful to their vocation, the teacher respondents ranked "Student Teaching" and "Mathematics for the Elementary School Teacher," second only to communication skills.

Management trainees and office workers rated accounting and a few specialized management courses high on their list of most valuable subjects.

As might be expected, a few stated that it was too early for them to make a value judgment. Still others felt that all of their courses had been of some value.

WHAT ABOUT EXTRA CURRICULAR ACTIVITIES?

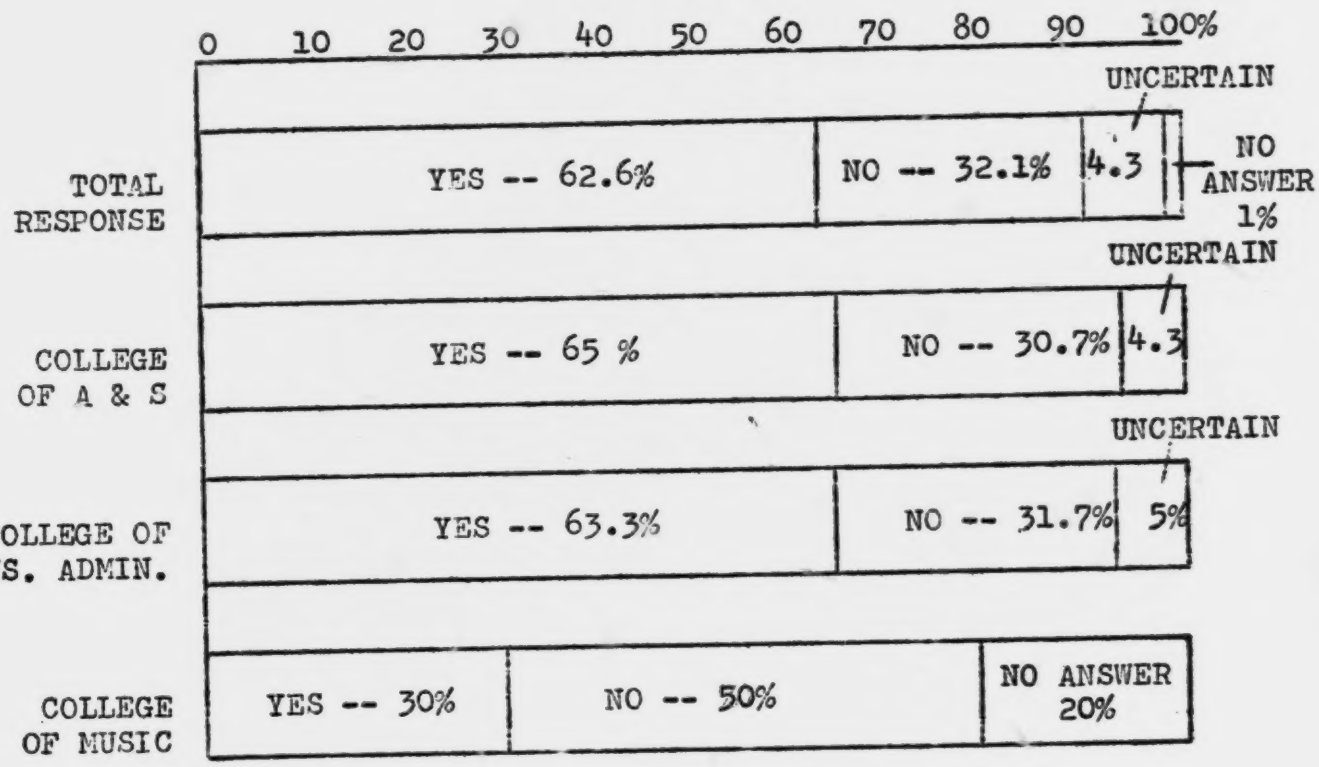
Respondents were asked several questions dealing with the subject of extra-curricular activities. One question asked, "did you participate in these activities while attending Roosevelt?" From this inquiry it was learned that 70 percent of our graduates did not take part in these activities while at Roosevelt. The actual percentages are as follows: 75% (Arts and Sciences), 60% (Business Administration, and 80% (Music). About 59 percent of the Arts and Sciences respondents stated that part-time work prevented their participation. 32 percent reported a complete lack of interest in these affairs. Approximately 72 percent of the Business

Administration respondents stated they had to work and could not participate in such activities. 28 percent reported they were not interested in such activities.

Another question asked, "would you participate in such activities if you had an opportunity to retrace your college experience?" In response to this query, a good percentage of graduates reversed their stand and said they would now consider participation in extra-class activities a necessary part of college life.

TABLE V

IF YOU HAD IT TO DO OVER WOULD YOU NOW PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES?



Most respondents would limit this participation to departmental club and student social activities. Almost 66 percent of the Business Administration graduates said they would take a more active part in club affairs, 12 percent indicated an interest in student government. Of the Arts and Sciences respondents, the majority (60 percent) had no preference as to the type of extra-curricular activity they would choose. At least

26 percent were in favor of departmental club affairs, and some 13 percent favored student government functions.

With respect to the question, "Do you believe activities aid in job placement?" a majority of respondents stated they did not feel as if activities had any bearing on their job placement. The percentage taking this stand was: 72 percent (Arts and Sciences), 62 percent (Business Administration), and 80 percent (Music).[1]

Graduates were also asked if extra-curricular activities aid in social development. 57 percent answered in the affirmative; 28 percent qualified their reply according to the type of career being followed; 15 percent felt that such activities were of no importance.

THIS MATTER OF MONEY

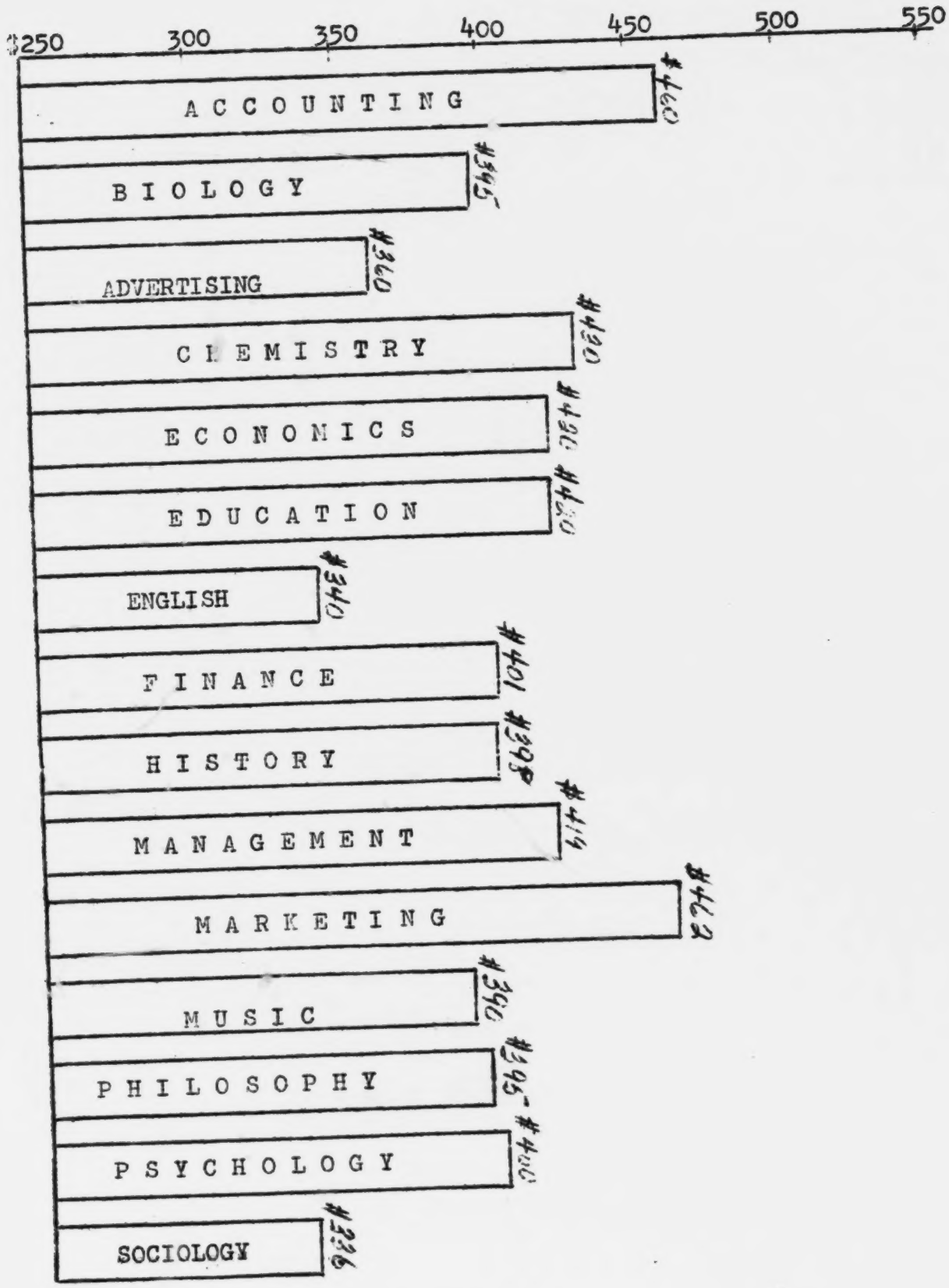
The salary figure as given by those who participated in this study seemed to be what would have been expected of graduates one year out of college. Arts and Sciences graduates reported an average monthly average of $418. As computed, these figures did not include income reported by full-time graduate students, graduates serving in the military service, and those few "older" graduates who reported income in excess of $800 or $900 per month.

---

[1] In a recent survey of employers, Dr. Frank Endicott, Director of Placement, Northwestern University, rated the relative importance of job factors commonly used in selecting graduates. For "essential" a value of 3 was assigned; for "important" a value of 2; and for "desirable" a value of 1. The rating was: Personality (2.68), High Grades (2.08), ACTIVITIES (1.85), Part-time work (1.33), Specialized Courses (1.24), and General Courses (1.15).

TABLE VI

MONTHLY SALARY AVERAGES BY COLLEGE MAJOR
(One year after graduation)



PART-TIME EMPLOYMENT

The majority of graduates reported they had to work while attending Roosevelt. For many it was sheer necessity--for others, it was a means of earning extra spending money.

TABLE VII

DID YOU WORK PART-TIME WHILE ATTENDING ROOSEVELT?

	TOTAL RESPONSE	COLLEGE OF ARTS & SCIENCES	COLLEGE OF BUSINESS ADMIN.	COLLEGE OF MUSIC
YES	78.1%	76.1%	83.3%	70.0%
NO	21.9%	23.9%	16.7%	30.0%

Our graduates reported they worked an average of 18 hours per week while attending Roosevelt. A few said they worked in excess of 35 hours a week while maintaining a full academic load. Still others said they worked only during University vacation periods. A few respondents said they worked part-time because such activity aided in career job placement.

DISCRIMINATION IN JOB PLACEMENT

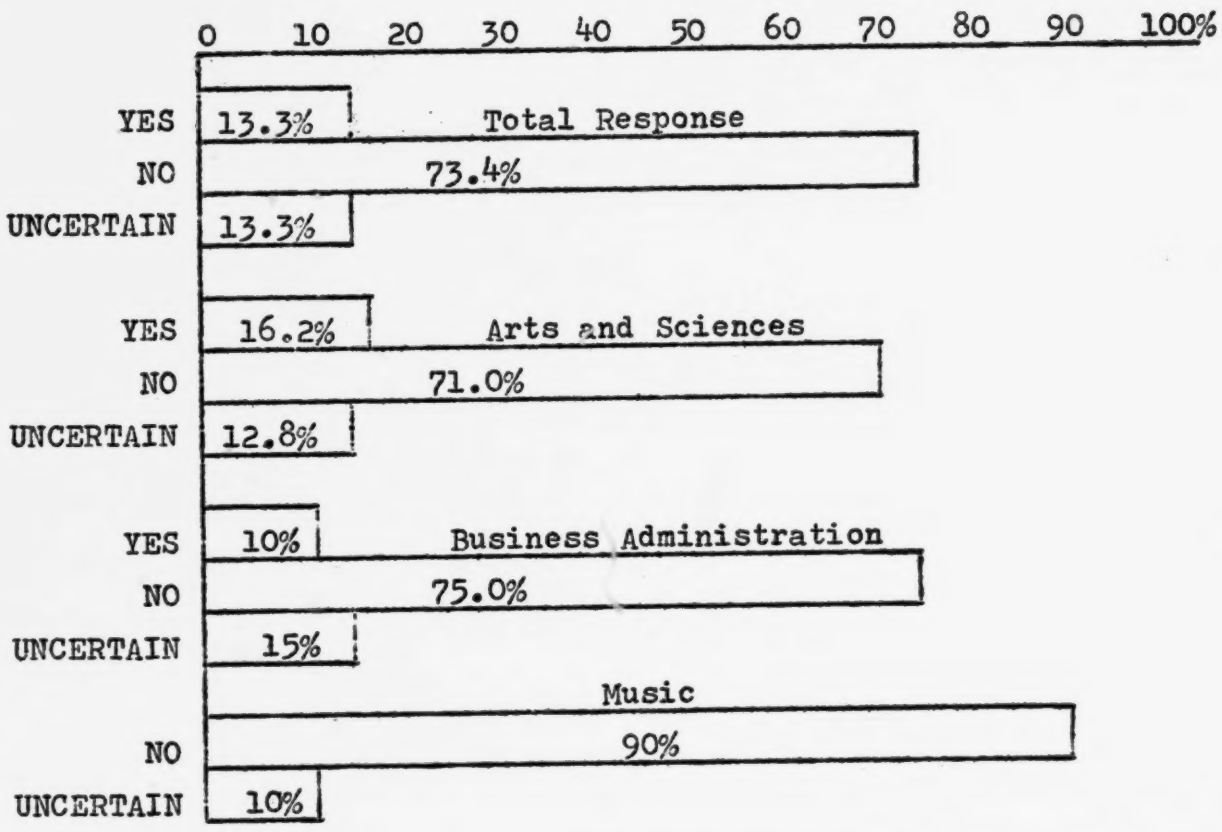
A few respondents reported they had been informed by employing officials that it was"too bad" they had not attended a better known university. Some felt the University was to blame for their failure to get desired jobs. A few graduates said they had been discriminated against primarily because of their attendance at Roosevelt. One respondent had this to say regarding the subject, ". . .a useful crutch used by unsuccessful job candidates." Another added, "you're hired to do a job, with the best candidate getting the position."

Some graduates felt they were not hired because of racial or religious discrimination. A few of these individuals noted that an employer

resorting to discrimination would naturally give other reasons for not considering them.

TABLE VIII

WAS DISCRIMINATION A FACTOR IN JOB PLACEMENT?



WHERE DO OUR STUDENTS COME FROM?

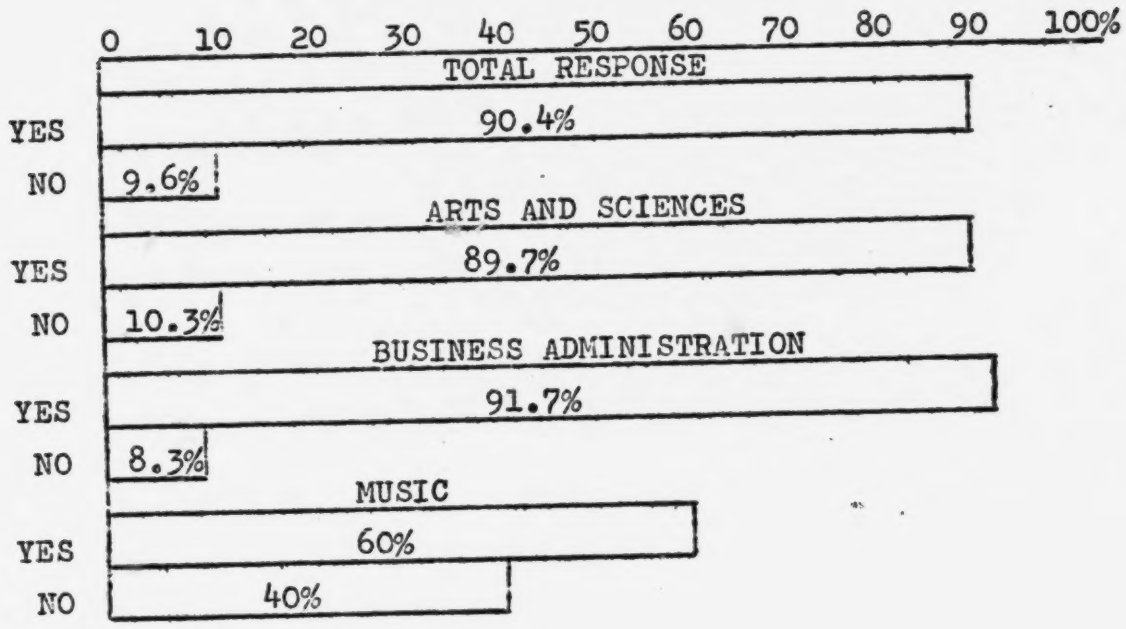
90 percent of the respondents reported they had attended another college prior to entering Roosevelt. For many, the route to R. U. was via several colleges. Only 10 percent of those responding had started and completed their undergraduate work at Roosevelt.

At lease 40 percent of the Arts and Sciences respondents listed the University of Illinois as their first college attended. The remaining percentages were distributed as follows: 10% (Wright), 9% (Wilson), and 30% other colleges. Over 50 percent of the Business Administration graduates listed the University of Illinois as their first college attended. The other percentages were: 30% (Wright), 10% other colleges. Included in the breakdown of "other colleges" attended were: DePaul, Northwestern, Drake, Colorado, Chicago, Loyola, Indiana, Purdue and Missouri Universities,

and Amhurst College.

TABLE IX

DID YOU ATTEND ANOTHER COLLEGE
PRIOR TO ENTERING ROOSEVELT?



THE ALMA-MATER--WHAT THEY THINK OF IT

The majority of graduates expressed a warm feeling for their alma-mater. 80 percent of the respondents said they would return to Roosevelt University if they had an opportunity to retrace their college experience. A good percentage of these stated they wished they had spent all their undergraduate years at Roosevelt.

As would be expected, not all respondents were happy with R. U.: 12 percent of the respondents would not return. Of the dissatisfied lot the chief reasons cited were:

1. Preference for a campus college.
2. Preference for a better known college or university.
3. Dissatisfaction with facilities or Services.

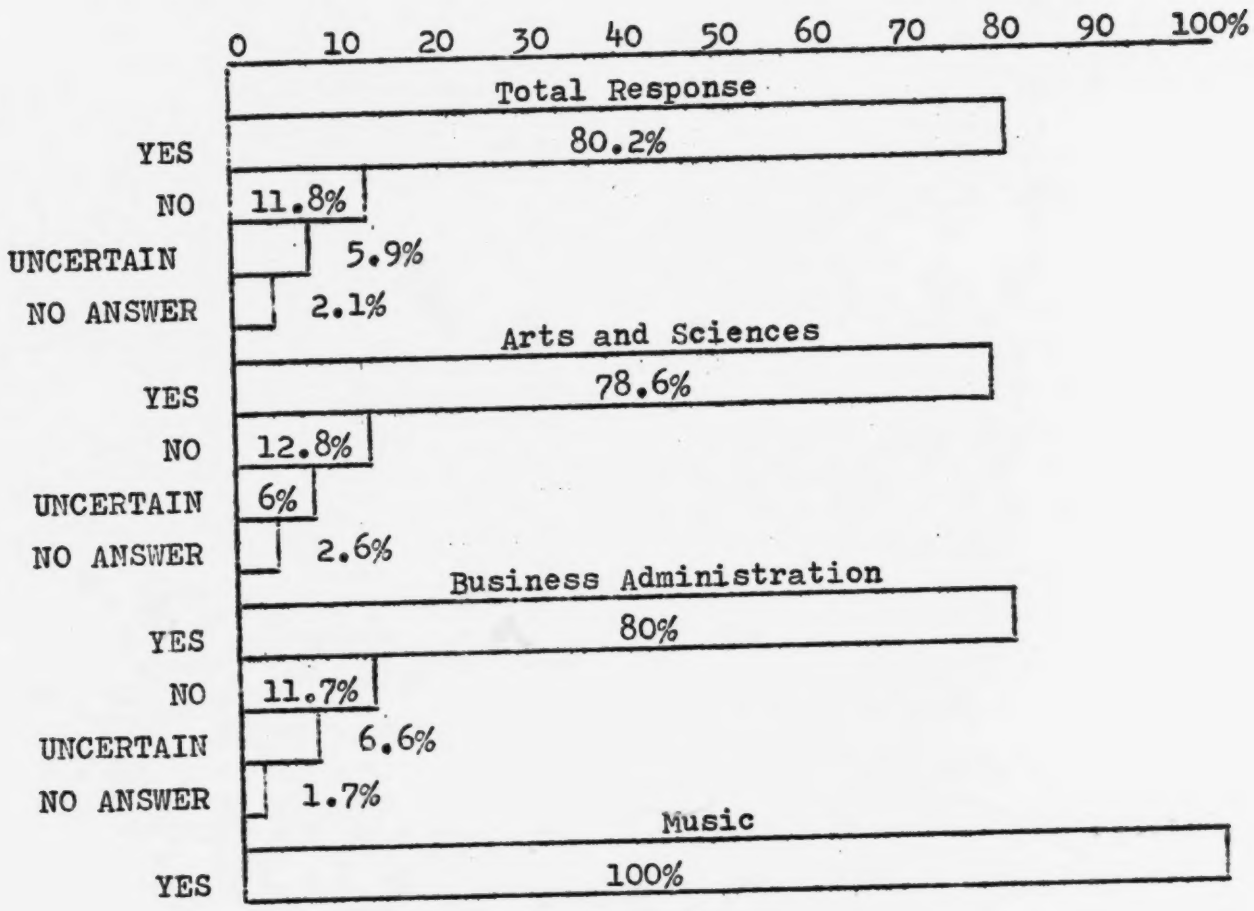
The most frequently cited reasons for satisfaction with R. U. were:

1. The intimate contact with faculty and staff.
2. Availability of faculty and their interest in student problems.
3. The excellence of teaching.
4. Availability of classes at times desired.

A good percentage of both groups expressed dissatisfaction about the administration, focusing particularly on the manner in which services are rendered.

TABLE X

WOULD YOU ENTER ROOSEVELT UNIVERSITY AGAIN?



SOME COMMENTS BY THE GRADUATES

Many of the respondents spoke of the need for an extensive inter-collegiate sports program and more adequate education facilities. Some graduates felt that inter-collegiate competition in sports such as base-ball, basketball, and tennis would enhance the prestige of the University and increase student loyalty.

In the section set aside for remarks we received a number of interesting statements--a few of the typical comments follow:

> Student teaching should not be left entirely for the last semester. With some actual classroom experience, many of the education courses would be far more meaningful.
>
> I have found that Roosevelt University credits are highly acceptable here in Ohio.
>
> Disliked the tendency to overload basic courses.

I would like to see an undergraduate honors program.

The general appearance of the building affected me in a depressing way.

A few students have been allowed to use the "Torch" for their own propagandizing. This is a poor and dangerous policy.

As a non-freshmen entrant, I was surprised that no type of orientation existed.

Entrance standards should be raised. Course work geared to a higher denominator.

University of Illinois Graduate Admissions Committee reacted favorably to my Roosevelt work.

I came to Roosevelt for one year, received my degree and returned to graduate school in the East. I am very proud to have graduated from R.U., and found it on a level with the school I'm now attending.

First enrolled in Roosevelt because of location; early in first term was discouraged by physical plant and uneven level of instruction; then became sold on school and re-enrolled despite earlier decision to transfer.

I was encouraged by my firm to attend cl sses at Roosevelt.

If given the opportunity to do so, I would begin college at Roosevelt tomorrow. I loved Roosevelt and would choose to spend all four years there again. . . I look forward to the day when my school will enjoy the fine reputation it deserves. I am a good press agent for Roosevelt, to be sure.

In some ways Roosevelt was what I was looking for in a University. In many ways (mainly intellectual) it wasn't.

I liked the idea of a college that wasn't pushing this or that sport. However, I do believe that more emphasis should be placed on inter-collegiate sports, particularly competitive sports such as basketball and baseball.

TWENTY QUESTIONS

Graduates were asked to rate their reactions to various faculty and student services. Appendix "A" lists a percentage breakdown for each question.

Some of the strongest reactions from graduates concerned the way in which they were treated by some employees of the University. Most of these remarks reveal disappointment with individual personalities rather

than dissatisfaction with the University. Nevertheless, the servicing factor must not be overlooked, when it comes to self-evaluation. There can be no excuse for sharpness of tongue, wilful neglect of duty, poor public relations, or lack of interest in student problems--regardless of the circumstances.

CONCLUSION

The usefulness of this study may be summarized in general terms, as follows:

1. It has provided the University with an expression of alumnae opinion concerning student, faculty, and administrative services.

2. It has provided the University with some recent information concerning the whereabouts of graduates.

3. It has also revealed some interesting student attitudes towards the University.

4. It has indicated the importance which graduates themselves place upon proficiency in the communicative skills.

5. It has focused attention on the fact that the majority of our students come to us after one, two, or three years of college elsewhere.

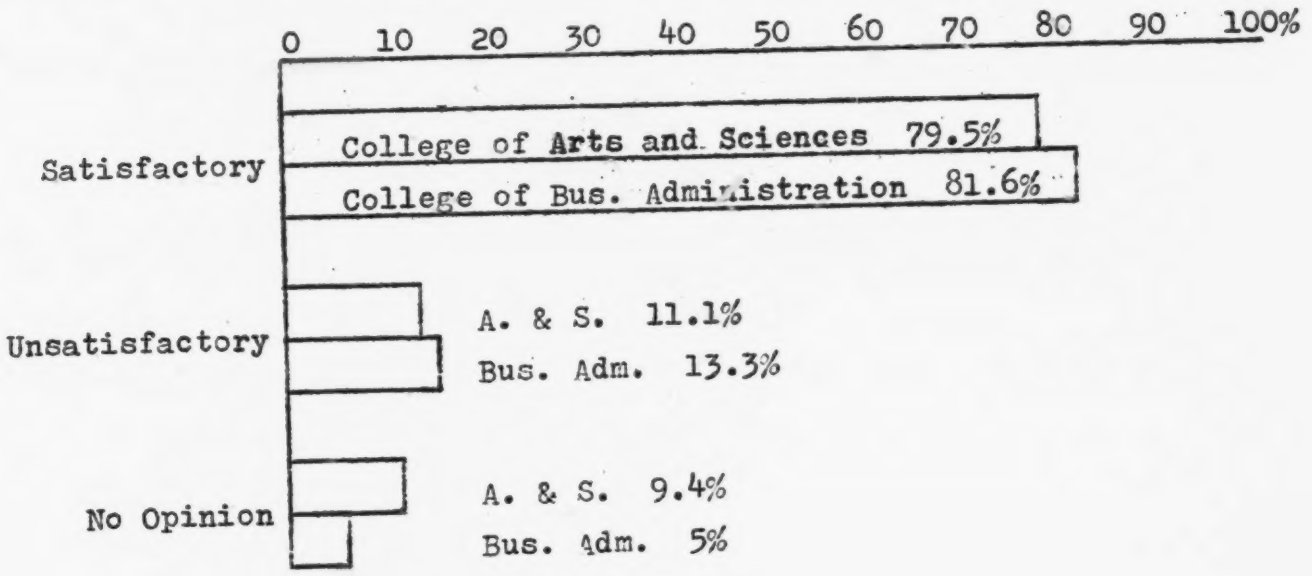
6. It has demonstrated that many of these students, if they could repeat their college experience, would choose to spend their entire undergraduate period at Roosevelt.

7. It should serve to alert business and industry, the school system, and the community to the presence, the role, and future potential of Roosevelt University as a source of qualified college manpower for all of Chicagoland.

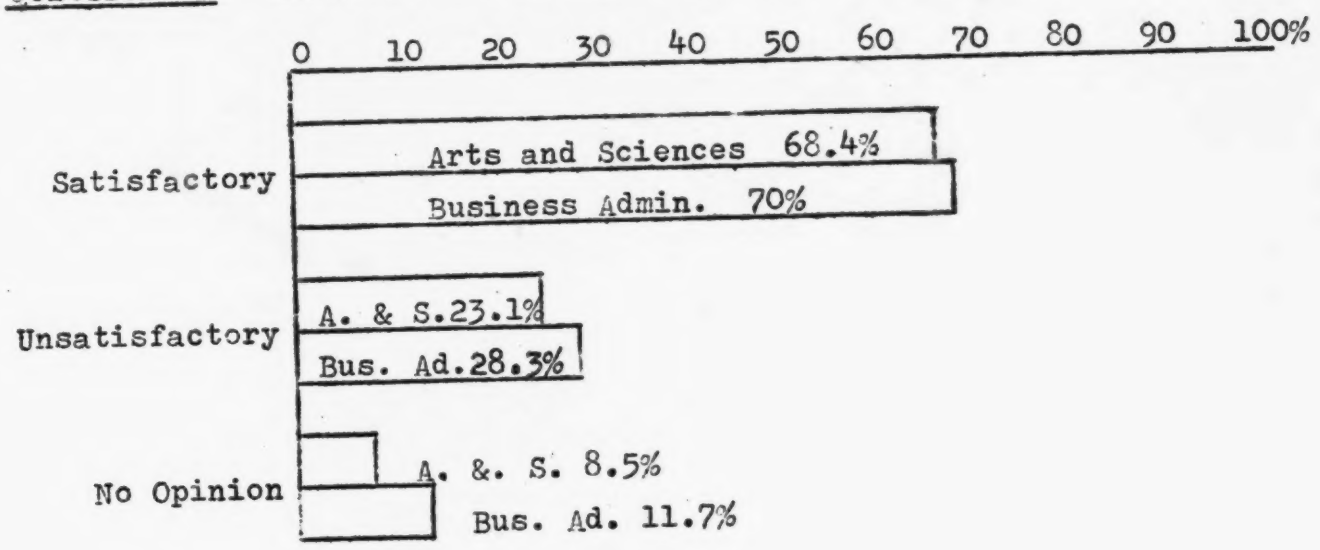
8. It has demonstrated an awareness, on part of graduates themselves, of the need for higher admissions standards, greater emphasis on academic achievement, increased scholarship and tuition aid, and the improvement of plant facilities.

An attempt was made in this section to get realistic appraisals by graduates themselves of their experiences with certain facilities and services at Roosevelt.

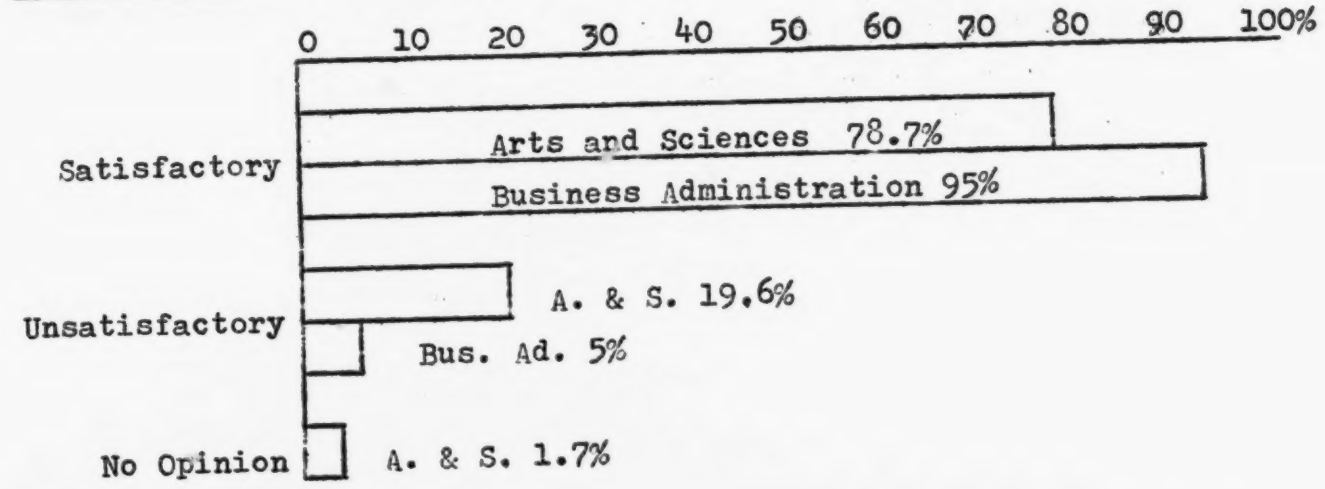
QUESTION I. Opportunities to have private conferences with instructors on academic questions stemming from course work?


0 10 20 30 40 50 60 70 80 90 100%
Satisfactory
College of Arts and Sciences 79.5%
College of Bus. Administration 81.6%
Unsatisfactory
A. & S. 11.1%
Bus. Adm. 13.3%
No Opinion
A. & S. 9.4%
Bus. Adm. 5%

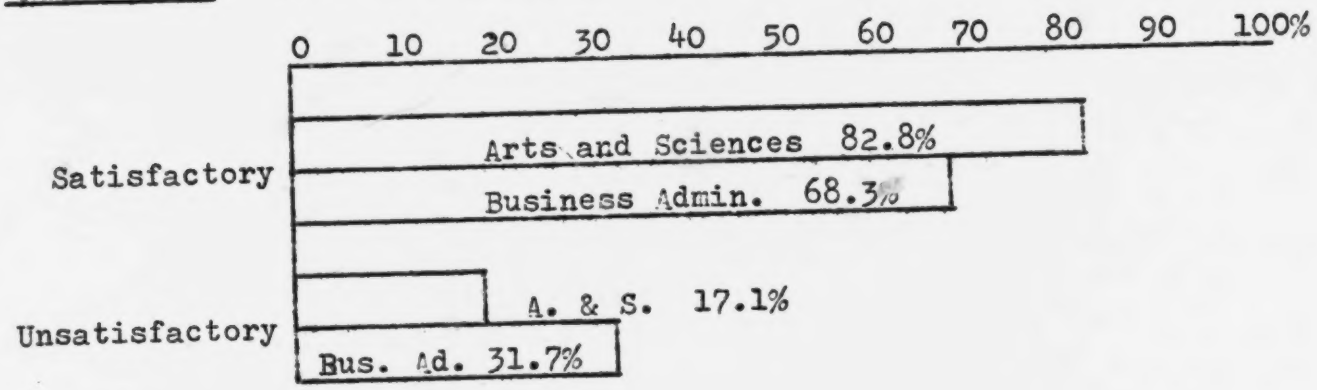
QUESTION II: Services of the faculty advising program?



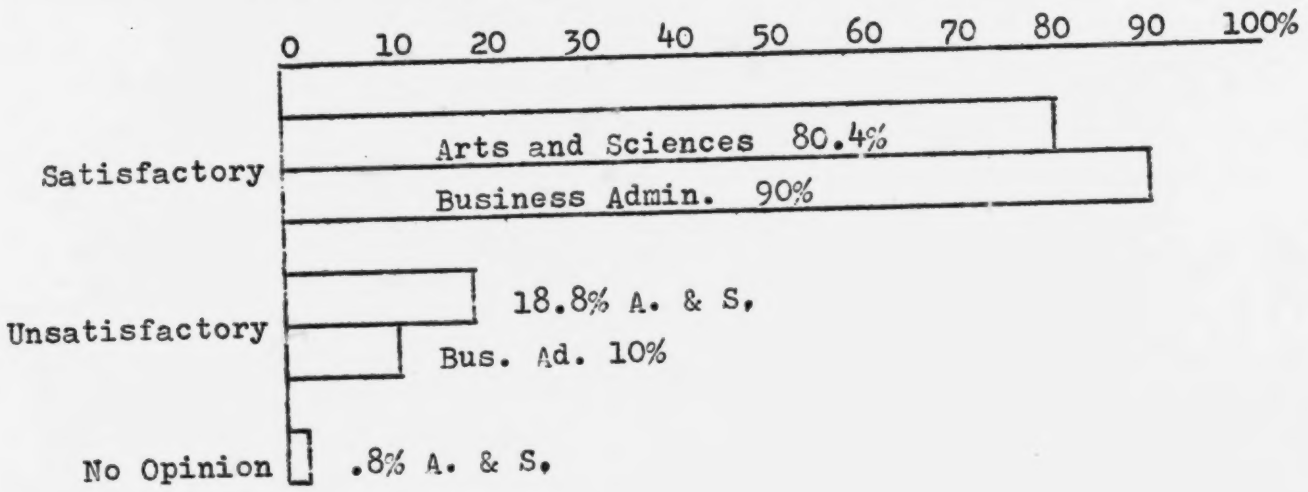
QUESTION III: Availability of Courses at time desired?



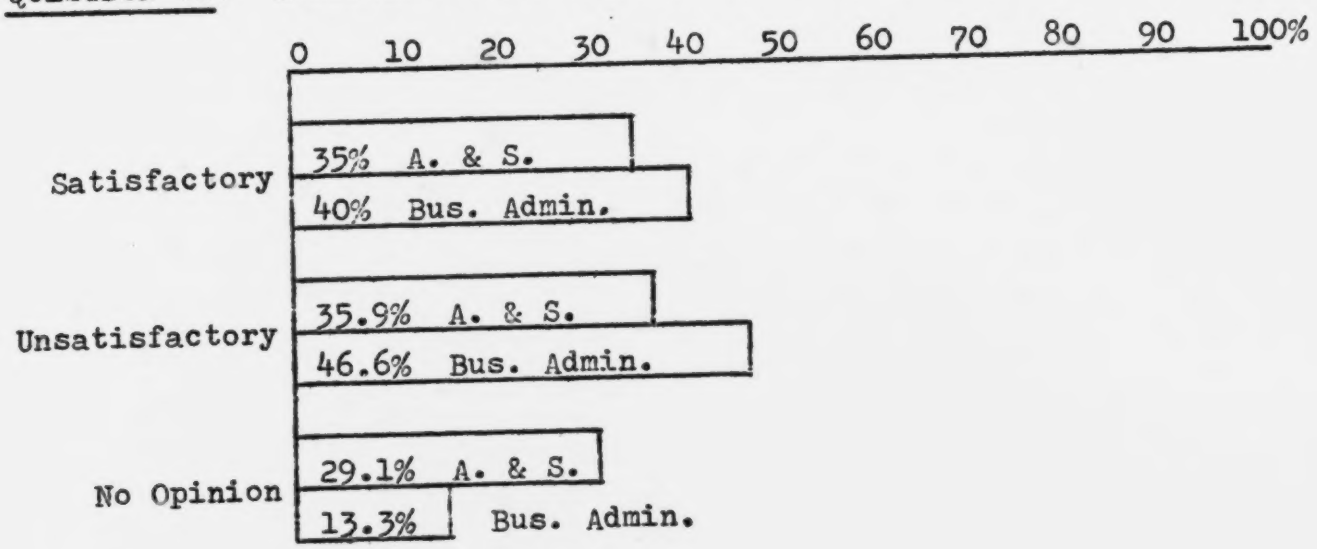
QUESTION IV: Size of classes?



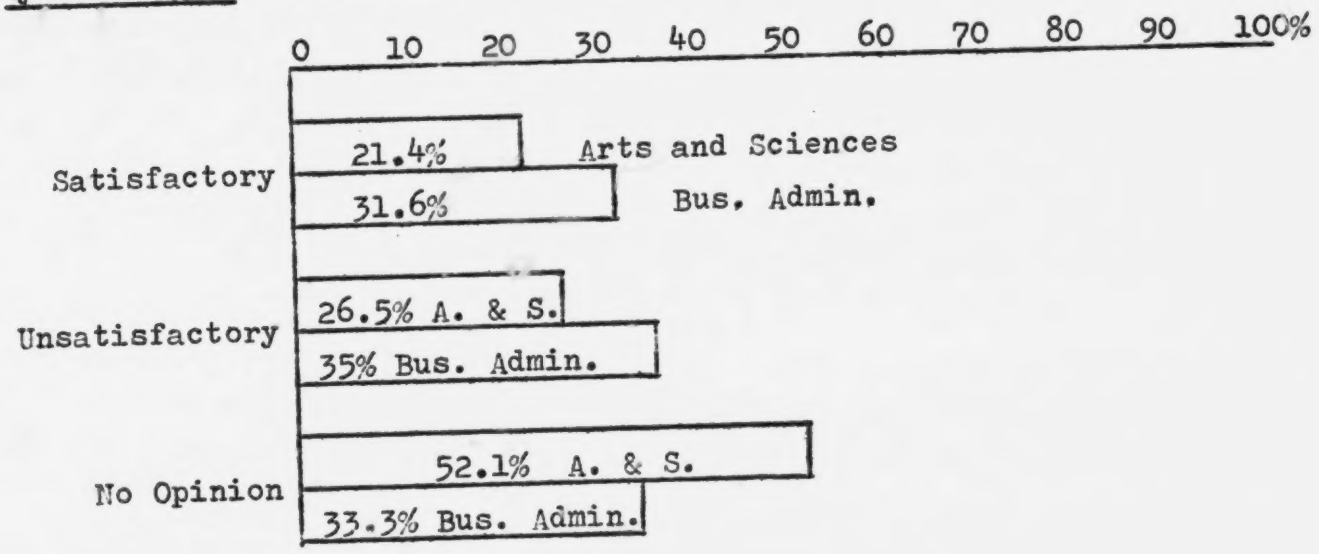
QUESTION V: Ability of instructors to set forth clear-cut and interesting course objectives.



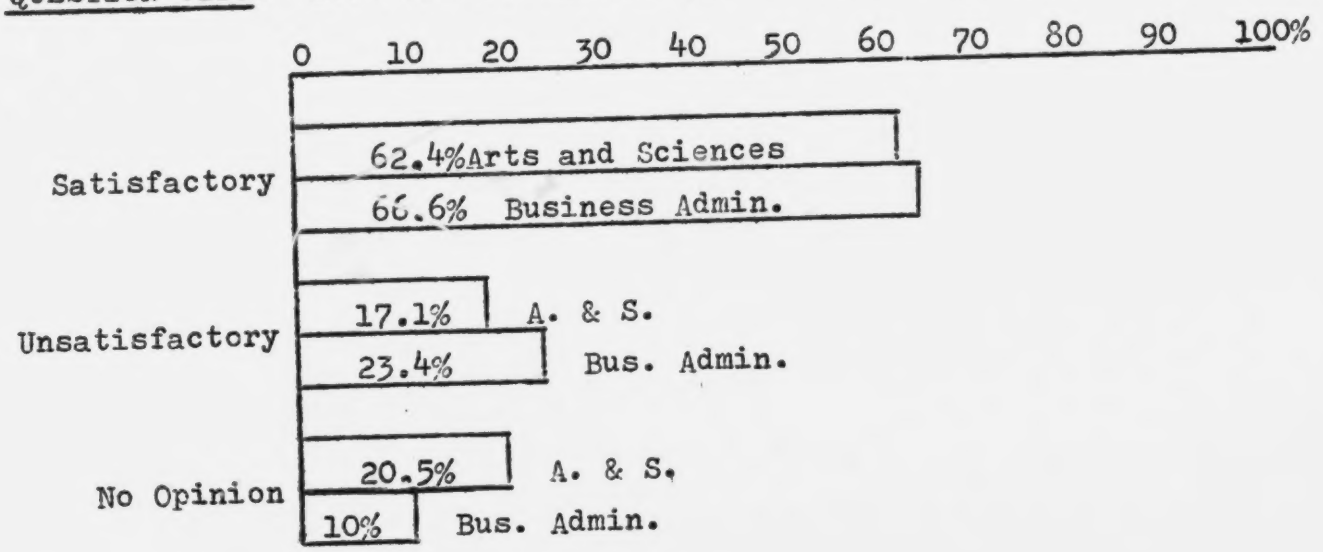
QUESTION VI: Assistance from faculty on "how to study" techniques.



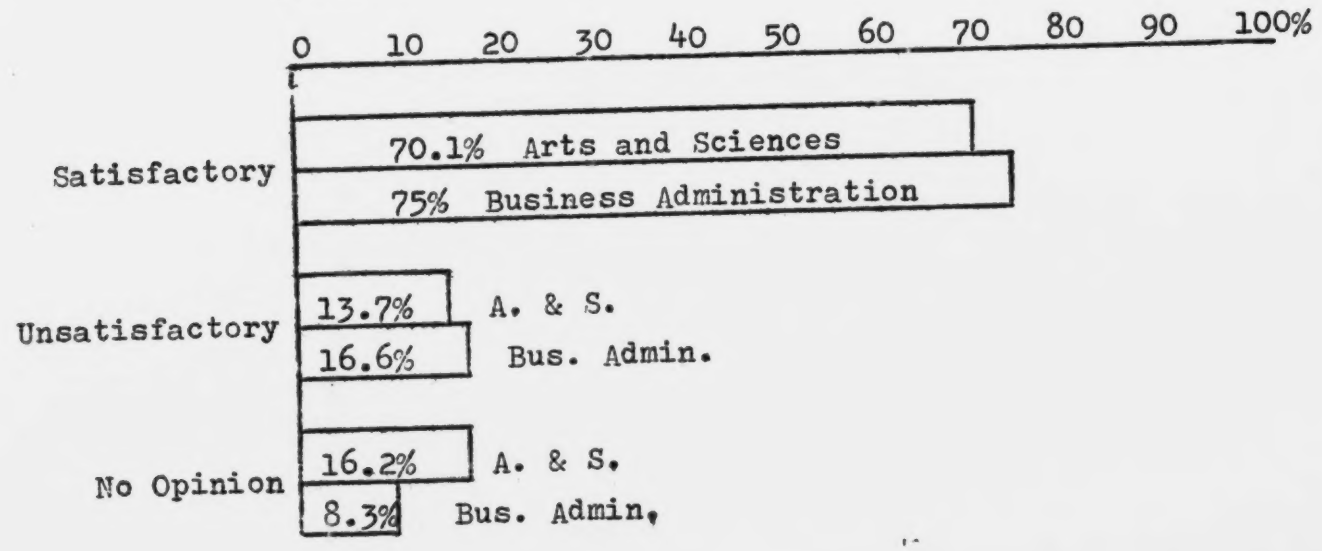
QUESTION VII: Assistance from counselors on "how to study" techniques?



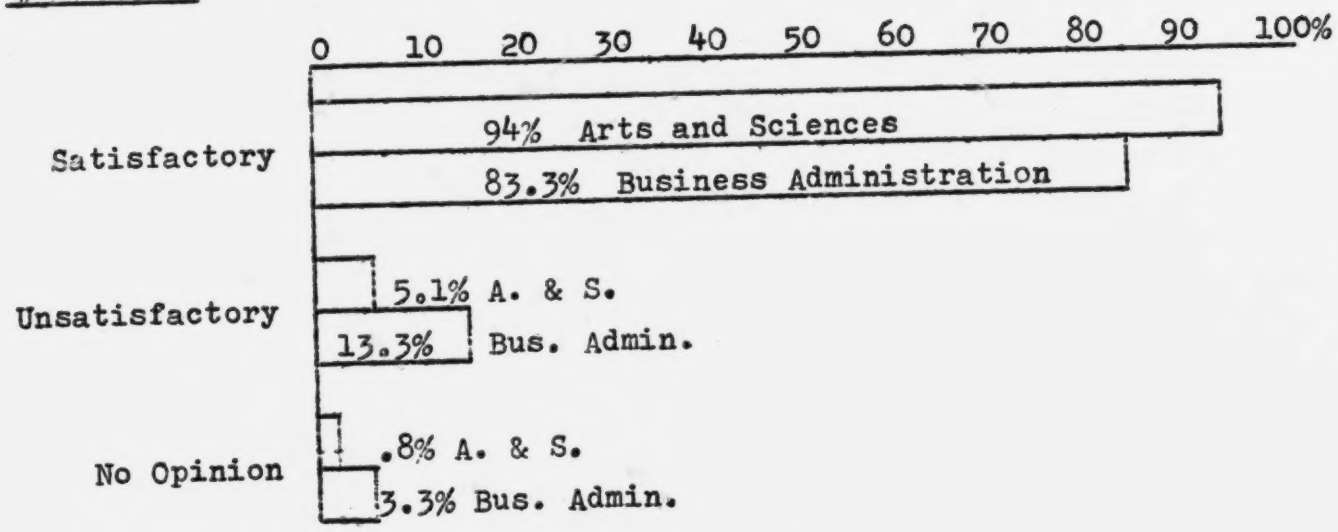
QUESTION VIII: Services of the Admissions Office prior to enrollment?



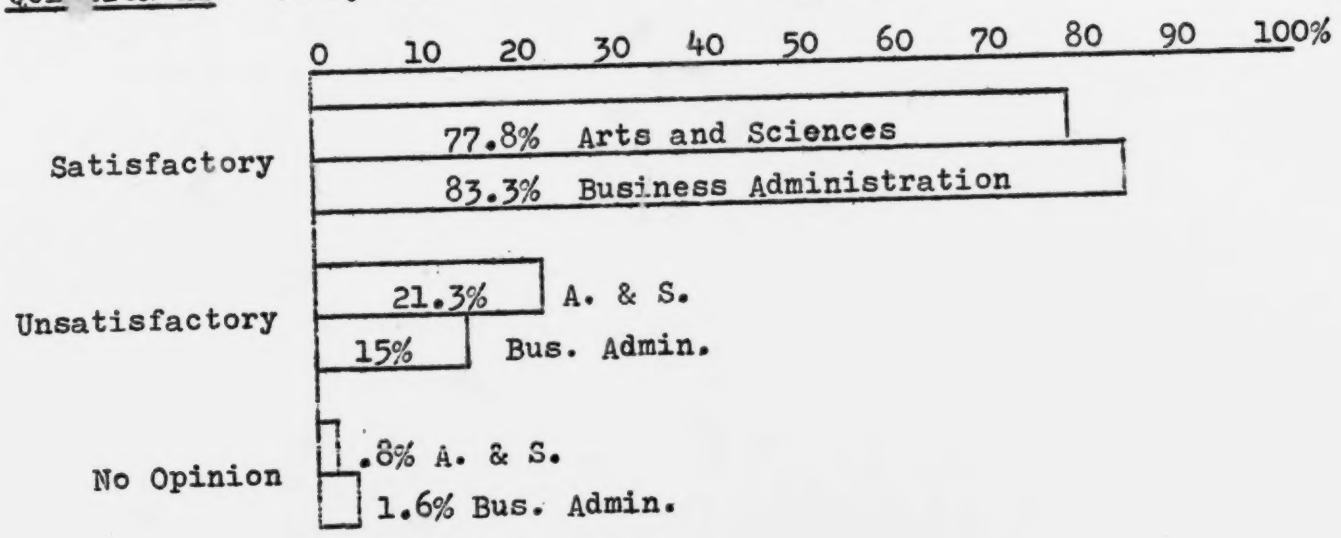
QUESTION IX: Services of the University Information Desk (main lobby) prior to enrollment?



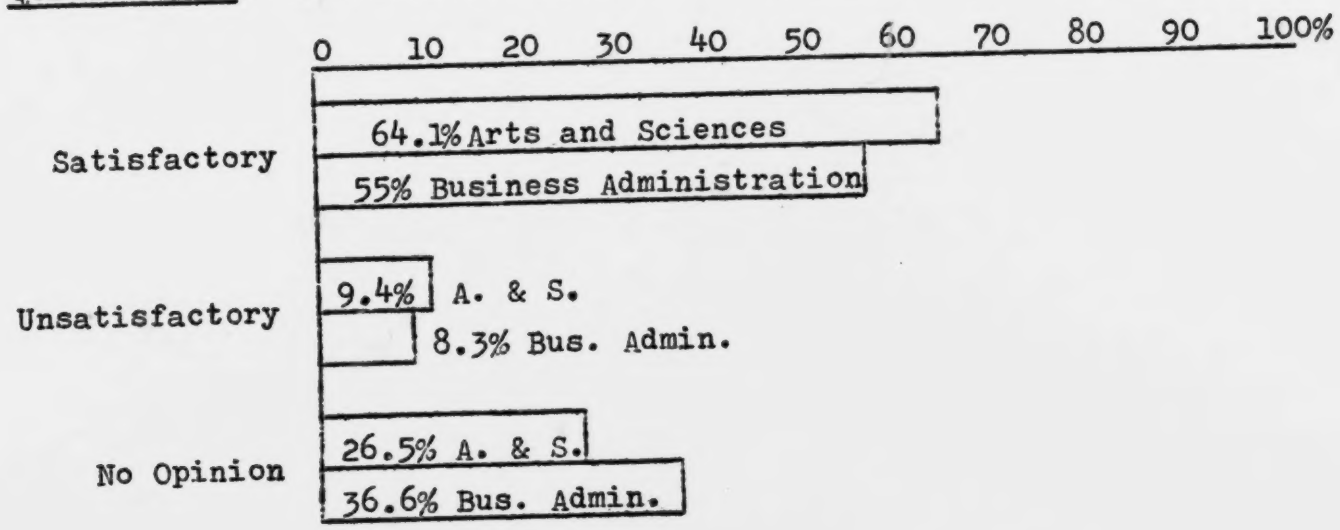
QUESTION X: Services of the Library?



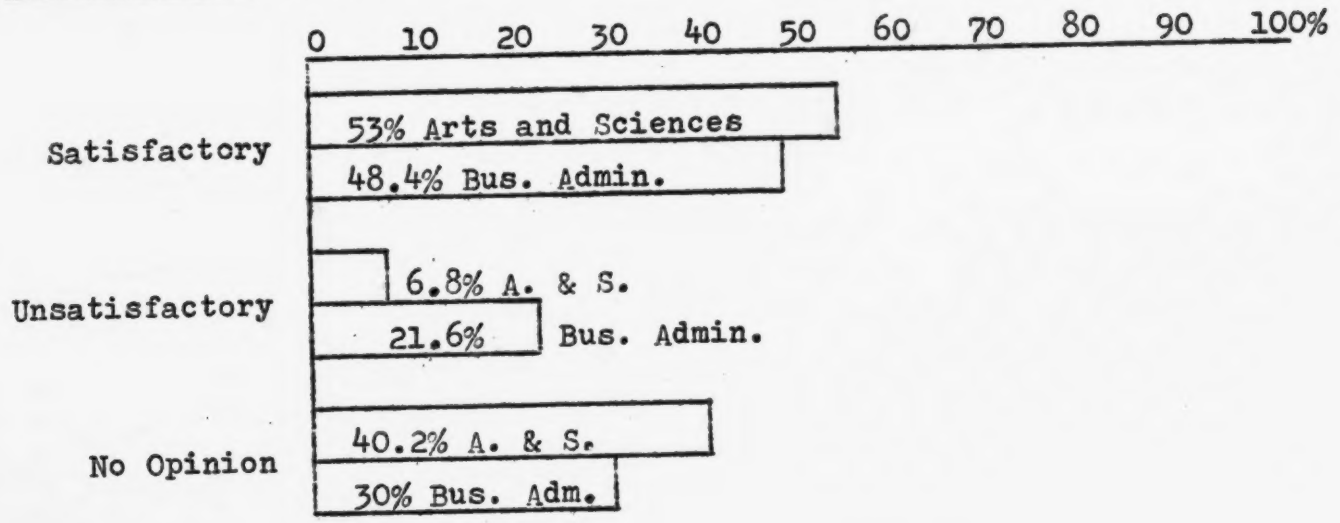
QUESTION XI: Study Conditions in the Library?



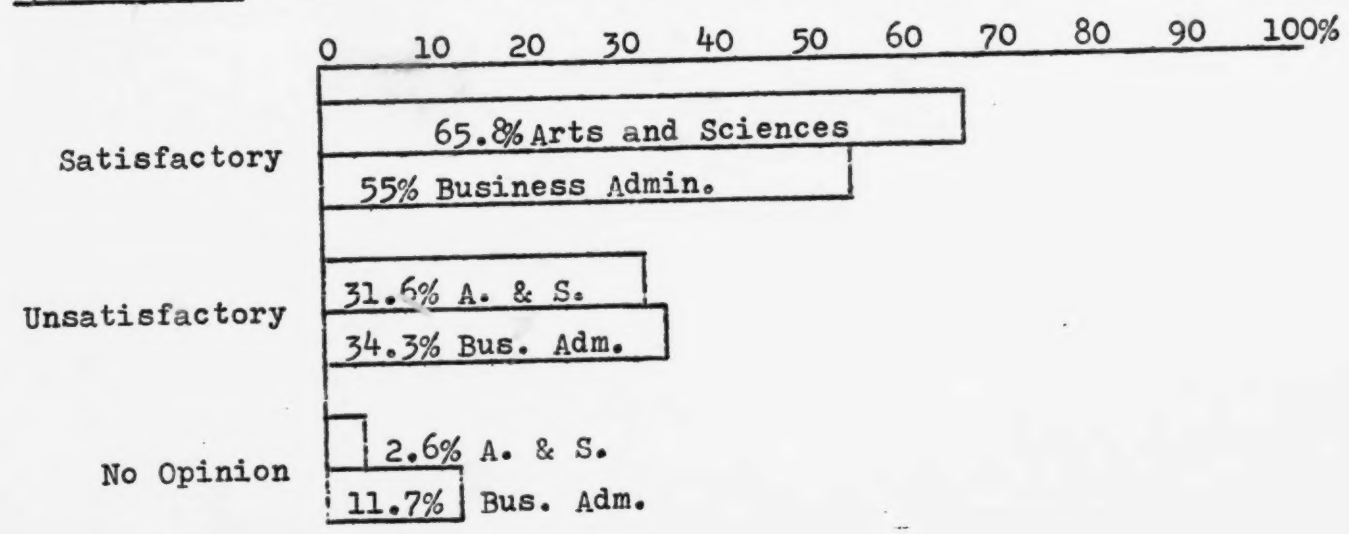
QUESTION XII: Services of the Bursar's Office?



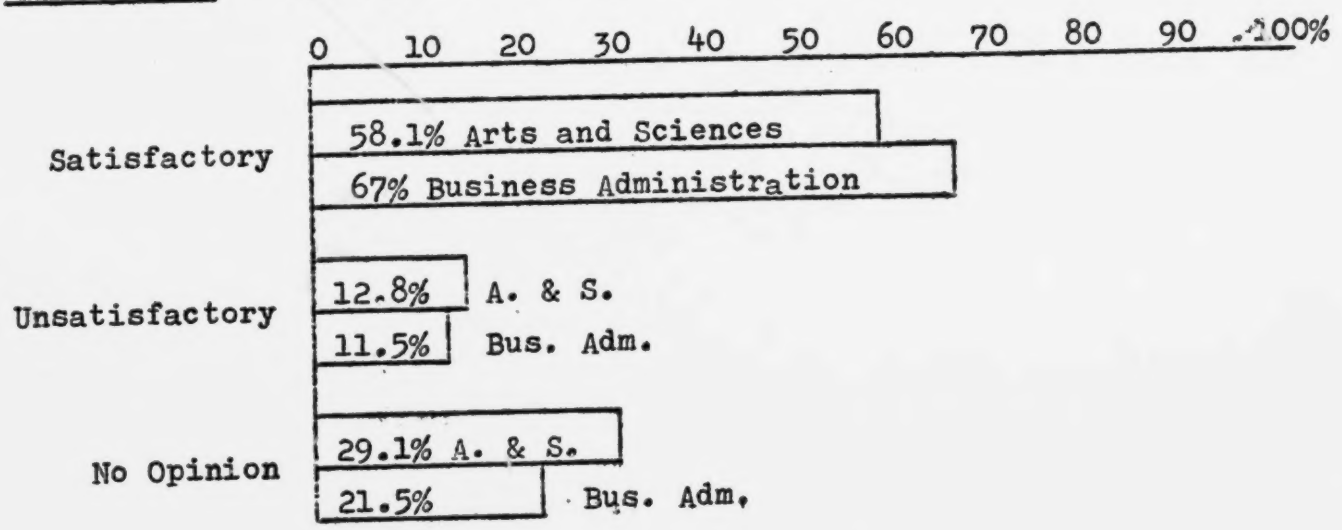
QUESTION XIII: Services of the Student Activities Office?



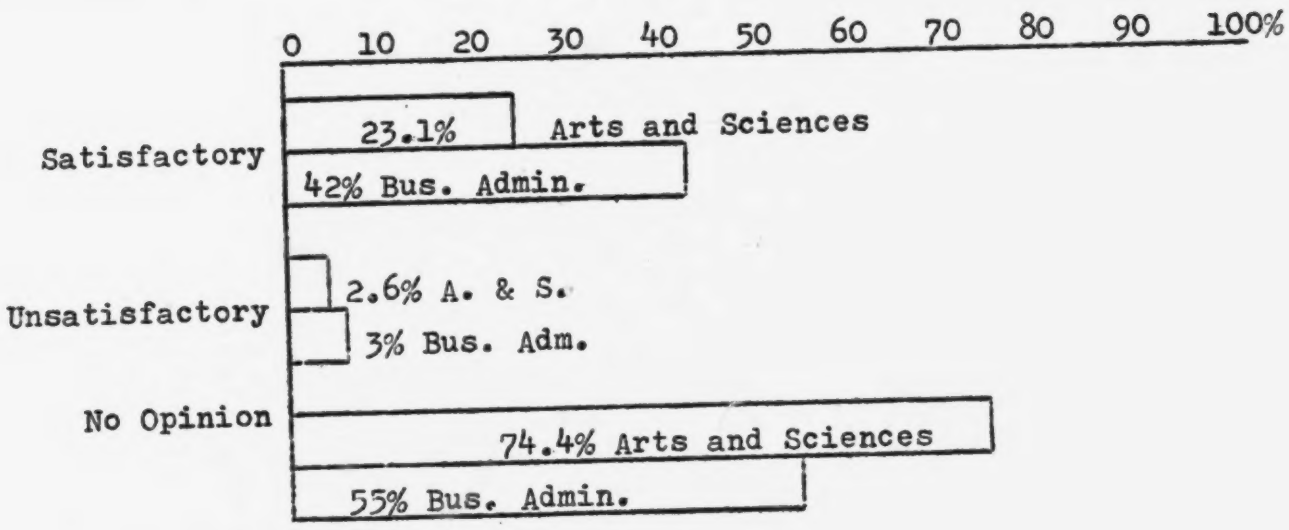
QUESTION XIV: Services of the Registrar's Office?



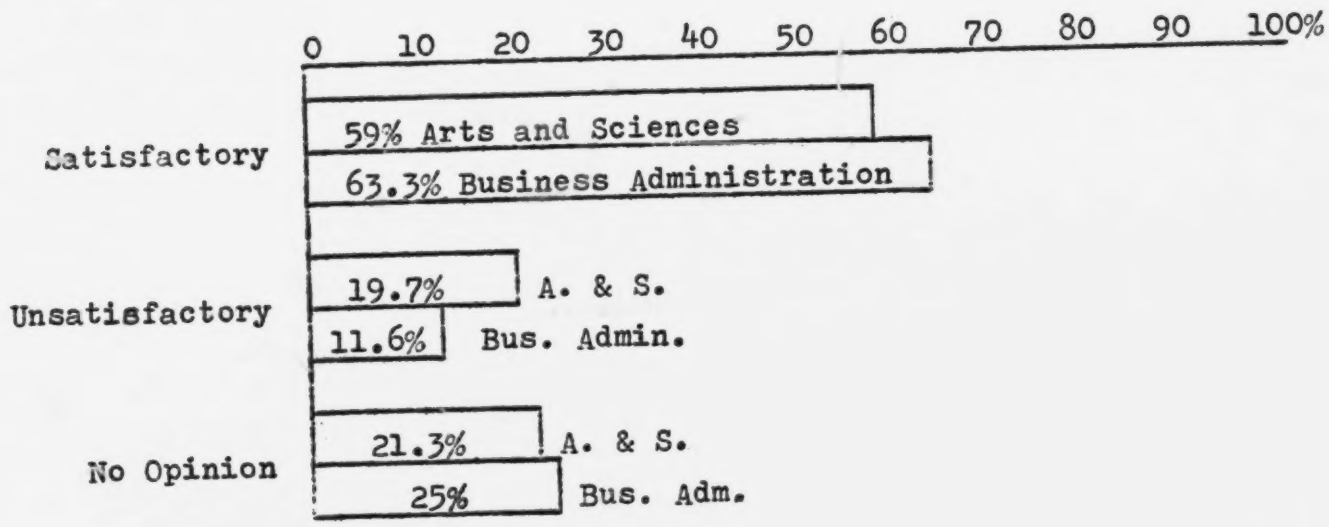
QUESTION XV: Services of the Placement Office?



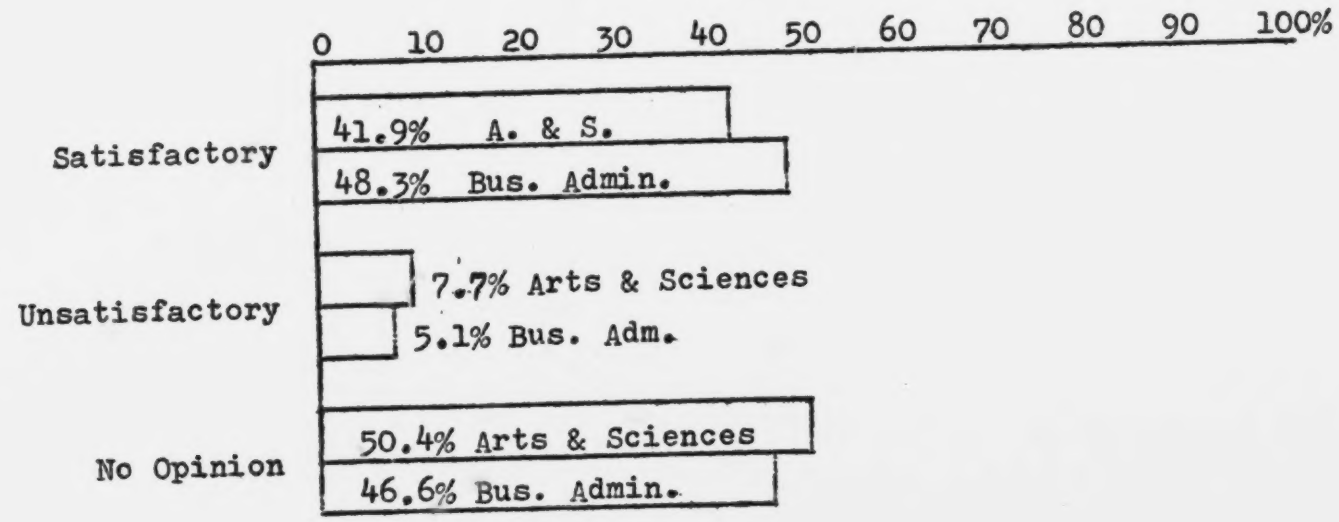
QUESTION XVI: Services of the Veteran's Office?



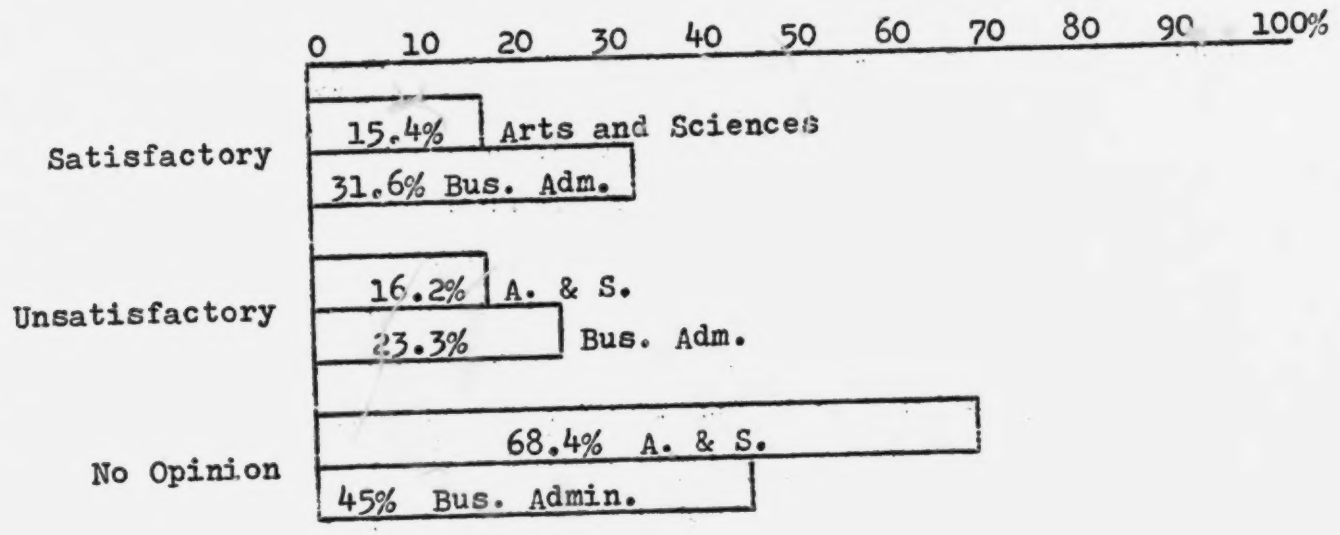
QUESTION XVII: Services of the Student Health Office?



QUESTION XVIII: Services of the Alumni Office?



QUESTION XIX: Orientation program at start of first year at Roosevelt?



QUESTION XX: Opportunity for scholarship and grant-in-aid assistance?